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come. The final chapter of the book consists of extracts from Arnold's educational writings. He is not much known in this field, and indeed, did not aim to be. In education he was more a doer of deeds than a speaker of words. But when he spoke he spoke wisely. To scholars by no means the least valuable feature of the work is the classified bibliography, covering not only Arnold's own writings but also all that is worthy or significant concerning Arnold, his work and his time.

C. H. THURBER

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*Bennett's Latin Composition.* Allyn & Bacon.

THIS little book, which has been waited for with so much interest by all secondary teachers of Latin, marks a distinct and emphatic reaction from the tendencies of the past few years in Latin prose composition.

It is a clear and well-nigh unqualified return to the teachings and methods of the older school, 'as represented by Allen's and Jones' prose books, and puts the stamp of at least indirect dissent upon the attempts to teach Latin prose by the wholesale. To be sure, there are, at intervals, through the book, continuous passages for translation into Latin, sufficient, perhaps, to give the pupil drill in writing connected discourse; but the main justification for the book rests undoubtedly on the feeling that the necessary prerequisite for the translation of continuous prose lies in a thorough and systematic presentation of the syntactical principles and idiomatic peculiarities of the language, combined with sufficient practical drill to fix them permanently and productively in the minds of the pupils.

For the revival of this view in so marked a way, we believe every experienced secondary teacher may return thanks, and it is especial cause for gratification that the lead in the reaction has been taken by so scholarly and so authoritative a writer as Professor Bennett.

The theory that ability to write Latin prose could be acquired solely from the translation of exercises and passages based on the text, has not, we think it may be safely said, proved as satisfactory as was hoped, and of late the feeling has undoubtedly been gaining ground that a return to traditional methods, either in whole or in part, was inevitable. Professor Bennett's book seems to be an expression of that feeling, and it is, therefore, from a merely historical point of view, very interesting as foreshadowing the end of at least the exclusive use of the text-method of teaching Latin prose.

Whether the book under consideration is as successful from a practical point of view as it is commendable from a theoretical is another question, and one which the actual test will, perhaps, alone answer.

It is almost needless to say that the book is a most careful and scholarly piece of work, and covers, in a very thorough and accurate way, the field of secondary prose instruction. The *Remarks*, found in almost every chapter, are especially suggestive and helpful. In one respect only does it seem to us the book is open to serious criticism, and that is in the fact that the passages chosen for continuous translation are so exclusively Ciceronian in character and content that they are ill-adapted to pupils reading Cæsar or Nepos. Pupils begin Latin prose in their Cæsar year, and as a considerable portion of the prose work must be covered in that period, would it not have been desirable if the earlier continuous passages had been based on Cæsar, or at least had some connection with Cæsarian themes?

To ask a boy who is reading of the war with the Helvetians, and whose mind—so far at least as his Latin interests are concerned—is filled with that interesting and dramatic tale—to ask such a boy to translate into Latin a passage having to do with Roscius of Ameria or The Career of Verres is to transfer him forcibly and prematurely into a region which is foreign and strange, and consequently deadening to his interest and enthusiasm.

Not but that these exercises and the others of like character in the book are choice and practicable—in their place. The only point is that they are out of place at the time at which the pupil meets them.

We may be mistaken in this criticism, but at present we feel that this consideration will be, in the minds of many secondary teachers, a very serious impediment to the adoption of the book.

JAMES HUGH HARRIS

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*Selection from L'Honnond's Viri Romæ and Cornelius Nepos*, edited  
by MESSRS. JOHN P. BUCHANAN and R. A. MINCKWITZ.  
Maynard, Merrill & Co.

THIS book certainly marks another step in advance for a movement now happily started in the right direction. It seems that at last our text-books prepared for the second year's work in Latin are to have the unnecessary matter eliminated. That is what the editors have suc-